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ABSTRACT

This study was conducted in order to examine programmatic and personal dimensions that interact to shape a future teacher's beliefs and practices. The study charted stages of preservice teacher development through dialogue journal case study analysis of eight students representing divergent academic disciplines and cultural biographies. The preservice teachers passed through three discernible stages which parallel three program sections: (1) Introductory/Introduction to Education; (2) Intermediate/Content Area Reading/Writing; and (3) Immersion/Student Teaching. Dialogue journals written at these three stages demonstrated that preservice teachers' personal biographies interact with the other dimensions that influence them, such as discipline and the quality of preservice experience in the classroom, leading to an ability to negotiate and reflect on the competing demands of becoming a teacher. Some implications for teacher education programs and future research are that: programs should provide opportunities for preservice teachers to examine their own autobiographies in relation to stages of teacher development; and experienced teachers that might share their struggles to become skilled practitioners with those just starting out. (Author/LL)

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CHARTING STAGES OF PRESERVICE TEACHER DEVELOPMENT
AND REFLECTION IN A MULTICULTURAL COMMUNITY
THROUGH DIALOGUE JOURNAL ANALYSIS

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Based on a paper presented at the symposium on Charting Preservice Teachers' Development,
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Running Head: Charting Stages

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Abstract

The purpose of this study was to examine programmatic and personal dimensions that interact to shape a future teacher's beliefs and practices. The study charted stages of preservice teacher development through dialogue journal case study analysis of eight students representing divergent academic disciplines and cultural biographies. These students kept dialogue journals with their professors throughout their program. The preservice teachers passed through three discernible stages: (a) introductory; (b) intermediate; and, (c) immersion. Dialogue journals written at these three stages demonstrated that preservice teachers' personal biographies interact with the other dimensions that influence preservice teachers including discipline subculture and the quality of preservice experience in the classroom to help or impede their ability to negotiate and then to reflect on the competing demands of becoming a teacher. Implications for teacher education programs and future research emerged from the case study analyses.

Recent theories of preservice teacher development center on various programmatic and personal dimensions that interact to shape a future teacher's beliefs and practices. Among those dimensions explored by researchers are: (a) the degree to which becoming a teacher is influenced by personal biography (Britzman, 1987; Carter, 1990; Goodman, 1988; and, Zeichner & Gore, 1990); (b) the quality of preservice experience in the classroom (Cherland, 1989; Livingston & Borko, 1989; and, Richardson, 1990); (c) the influence of discipline subculture (Bean & Zulich, 1990; O'Brien, 1988); and (d) opportunities for reflection on the preservice experience (Bean & Zulich, 1989; Bean & Zulich, 1990; Grimmer, Erickson, MacKinnon, & Riecken, 1990; Staton, 1990; and Zulich & Bean, 1991).

Although these dimensions are intertwined in a preservice teacher's development, the influence of individual biography is particularly powerful. For example, Goodman (1988) argued that preservice teachers apply an "intuitive screen" to their student teaching experience based on their own unique experiences as children in school. Carter (1990) called these biographical features "filters" that are highly individualistic and serve to help or hinder a student's development as a teacher. Indeed, Zeichner and Gore (1990) argued that students' particular values and beliefs include misconceptions about teaching that are not easily altered by a preservice program.

The purpose of the present study was to chart stages of preservice teacher development through dialogue journal case studies of a small number of students representing divergent disciplines and cultural biographies at the beginning, middle, and student teaching stages of their program. Using qualitative research methodology and descriptive categories to delineate particular stages of preservice teacher development (Bean and Zulich, 1990), we studied eight students engaged in self reflection about their progress toward becoming teachers. Thus, dialogue journal entries made by both the student and professor for a particular class, including student teaching, became our "window" on their personal biographies and progress.

Research on Dimensions of Preservice Teacher Development

The education of a future teacher still adheres to an apprenticeship model with its emphasis on imitation of an expert. This model denies the importance of individual biography by viewing the teacher as a skilled technician rather than an intellectual change agent. Britzman (1987) asserted that "in classroom situations, the student in each student teacher becomes repressed and denied" (p. 227). Britzman argued that experienced teachers should share their struggles to become skilled practitioners rather than assume students will make this transition

in the lonely sink or swim fashion of the rugged individualist. Similarly, Goodman (1988) indicated that preservice teachers are not passively adjusting to outside forces in their program. Rather, they must have opportunities to share the content of their internal dialogue with professors.

Past research in teacher socialization showed that preservice teachers pass through three major stages of development including an early stage of few concerns and some idealism, a middle stage of concern for self in teaching, and a more advanced stage where concern for students' learning emerges (Burden, 1990). These stages overlap and are influenced by the preservice students' individual biography (Burden, 1990).

In addition to personal biography, the quality of preservice experience in the classroom shapes how preservice students envision their roles as teachers. Livingston and Borko (1989) studied four student teachers and their cooperating teachers in mathematics. Consistent with other work on expert and novice differences, they found that expert teachers developed a rich schemata that guided lesson cues and allowed for improvisation. In contrast, student teachers developed detailed mental plans and detailed written plans that allowed for little improvisation. Livingston and Borko concluded that novices may be unable to adopt the routines of expert teachers in an apprenticeship fashion because it takes years to develop the rich lesson schema of an expert. They recommended student teachers teach the same lesson twice and not solo teach all day so that extra time can be allotted to reflection on teaching. Similarly, Richardson (1990) argued that teacher cognitions are strongly influenced by experience in the classroom but experience is only educative with time for reflection. Cherland (1989) asserted that cooperating teachers operate in a world of workable classroom routines with a desire for student teachers to imitate and adopt these routines in an apprenticeship fashion. In contrast, the university subculture promotes a change agent position that clashes with the prevailing apprenticeship norm. She argued that both student teachers and cooperating teachers must engage in reflective activities that aim to bridge these differing views.

In addition to school and university subculture views, each discipline has a unique technical vocabulary, text structure, and underlying philosophy that partially defines the teaching terrain. It varies for mathematics, the sciences, social sciences, and humanities (O'Brien, 1988). For example, O'Brien found that preservice content area teachers were resistant to an education course on content area reading because, in O'Brien's analysis, they were primarily aligned with the subculture views of their discipline where textbooks are often treated with disdain. He found this value system further reinforced by the school's subculture where teachers often passively accept a curriculum mandated from above.

Bean and Zulich (1990) explored preservice content teachers' changing views of a required course in content area reading through case studies of student-professor dialogue journals in English, mathematics, and agriculture. They found that in addition to subculture influences of the school and a student's major, individual biography played a strong role in shaping these student's views of a required content area reading course. Moreover, individual variability in views rested on past experiences as a student. The English major was a non-traditional student, returning to college after years of raising a family and working. She gravitated toward a content area reading philosophy of guided teaching while the younger, more traditional math student aligned himself with the subculture of his discipline and the school subculture. Bean and Zulich (1990) concluded that "based on these case studies, we believe that the competing forces of discipline and school-based cultures, as well as individual development, play uncharted roles in a preservice teacher's efforts to function successfully within the profession" (p. 177).

Taken together, these studies support the need for reflection to make explicit subculture differences in disciplines and individual biographies. Dialogue journals, weekly logs, role playing/debriefing, and autobiographies are some of the many ways reflective practice can be encouraged in a preservice program.

Research on Reflective Practice and Dialogue Journals

Recent research suggests that worthwhile reflection requires keen observation and reasoned analysis, as well as a view of knowledge as problematic and socially constructed rather than certain (Schon, 1987; Staton, 1990; and, Zeichner & Liston, 1987). Dialogue journals in which two parties (e.g. professor-student) write journal entries and exchange their journals, have been used for some time in elementary and secondary classrooms (Staton, Shuy, Peyton, & Reed, 1988). More recently, Staton (1990) used dialogue journals to explore "responsive teaching" that involves teacher and student collaboration in constructing learning activities. This philosophical position requires a teacher to relinquish total control of the lesson structure. Staton's qualitative study of teachers' journals revealed that individual biography strongly influenced their willingness to adopt a responsive teaching stance. Teachers who have high control needs are less likely to change and adopt responsive teaching practices. However, through dialogue journal reflection, the possibility of grappling with this change process might be improved. Staton called for additional research on how teacher beliefs develop and change during preservice student teaching.

Grimmett, Erickson, MacKinnon, & Riecken (1990) recommended journal writing to overcome any negative experiences in student teaching and other practica settings. They

suggested that journals allow the learner to reconstruct experience from practice and examine it in fresh ways by attending to features of a situation previously ignored. In this way, students may be able to rethink assumptions, especially if the journal reflections are responded to in a dialogue with the professor. Goodman (1988) asserted that we should have access to students' internal dialogue and intuitive screens such that reflective inquiry becomes the heart of teacher education. Dialogue journals afford an opportunity for reflective inquiry. In the present study, eight students' dialogue journals were analyzed qualitatively for pervasive patterns based on previous research by Bean and Zulich (1990).

Method

Materials

In the present study, weekly dialogue journals were maintained in three distinct education courses: (a) Introduction to Education, a survey course comprised of students at the beginning stage of teacher preparation; (b) Reading/Writing in the Content Areas, a secondary methods course with observation and participation in the public schools; and, (c) Seminar in Secondary Student Teaching, the seminar attached to student teaching representing total immersion in field experience. Each class began with about 10 minutes of journal writing by both students and the professor. The professor collected several journals per class session, offering his or her journal to a student reader. At the next class, students and professor returned journals with their written responses to entries.

Subjects

We selected a total of eight students representing each of the three stages of our program for case study analysis. One student was enrolled simultaneously in Introduction to Education and Content Area Reading/Writing. Thus, there were three case studies per area, affording an opportunity to chart any changes in teacher development as students moved from the beginning class to their student teaching semester. Student journals were selected for analysis based on representative content majors in our program and an effort to represent the cultural diversity of our students. The areas of mathematics, science, social studies, art, and English comprise the dominant majors in the secondary program with science, mathematics, and English representing high teacher shortage areas in the State of Hawaii.

In the Introduction to Education course, three students with the following pseudonyms and majors were studied: (a) Jill, mathematics; (b) Kainoa, social studies (economics); and, (c) Marge, biology. In Content Area Reading/Writing: (a) Marge, biology; (b) Iwalani, social studies; and, (c) Carolyn, English. Finally, in the Secondary Student Teaching Seminar:

(a) Fumiko, art; (b) Leilani, social studies (psychology); and (c) Glenda, English. Each of these students is described in greater detail in the procedures section that follows.

Procedures

The current study employed qualitative research procedures based on content analysis and constant comparison analysis (Merriam, 1988; Miles & Huberman, 1984). Following procedures developed in previous studies (Bean & Zulich, 1989; Bean & Zulich, 1990; Zulich & Bean, 1991), we repeatedly read all transcribed student journals and made notes in the margins (Merriam, 1988). We unitized the data by recording separate and specific pieces of information on index cards (Lincoln & Guba, 1985). Note cards were then organized topically. Analysis of these note cards required repeated sorting into conceptual categories which paralleled those established in our three earlier case studies of preservice teachers' dialogue journals. At final analysis, eight categories remained: (a) course value; (b) preservice teacher thoughts; (c) professional immersion; (d) individual development; (e) relationship to students; (f) relationship with cooperating teacher; (g) awareness of effective lessons and teaching; and, (h) stress/frustration/anxiety.

These categories are defined as follows: (a) course value refers to positive comments on specific concepts or strategies learned; (b) preservice teacher thoughts include comments expressing uncertainty about assuming the authoritative role of a teacher; (c) professional immersion, encompasses evidence of discipline subculture membership and interest in political and professional issues; (d) individual development includes comments devoted to personal characteristics that interact with course and practica assignments; (e) relationship to students involves management and achievement issues; (f) relationship with cooperating teacher refers to comments on the apprenticeship role; (g) awareness of effective lessons and teaching involves critical analysis of successful teaching; (h) stress/frustration/anxiety refers to specific concerns about any of the aforementioned dimensions (Bean & Zulich, 1990; Zulich & Bean, 1991).

We created a category grid, and returned to students' journals and our note cards to assign relevant bits of information to the identified categories. Because students' journal entries typically addressed several topics, we selected specific mentions and complete thoughts as units of information, and assigned each unit to one of the given categories. In this regard, to the extent that a specific mention related to a particular category, it was counted only once.

Results

A composite of the three students journal patterns within each of the courses will be

presented first before discussing individual entries and charting stages of development across the program. The total number of journal entries varies for each student. We coded the number of specific mentions or complete thoughts within each category.

Introduction to Education

Table 1 displays the number of student journal entries in each category for Jill in mathematics, Kainoa in social studies, and Marge in biology. Jill wrote a total of 15 times, Marge 14, and Kainoa 13.

Insert Table 1 About Here

The majority of introductory student entries focused on course value. Because the introductory course content allowed for examination of various professional issues such as teacher unions, career ladders, mainstreaming, and so on, virtually all of the student entries considered in the professional immersion category were extensions of class assignments and discussions of these issues. The third highest number of student responses fell within the individual development category, as students grappled with their roles as adult students and connected what they were learning about schools with personal memories and experiences. Only one student's journal included items in the stress category and all such responses directly related to individual development.

Jill - Mathematics

Jill was a 19 year old Caucasian student raised on the mainland. She moved to Hawaii in her freshman year of high school. The youngest of the three introductory students, Jill's personal biography contributed to the journal entries she wrote. She commented most on course value, the related professional immersion issues, and preservice teacher thoughts. Jill's first entry demonstrated a willingness to examine her motives for teaching through the dialogue journal:

I find that is something very important to me -- learning how to think. It is such a challenge to really go within and try to shift through all that stuff in there to find out how you truly feel. I guess that is what I want education to be all about -- challenging yourself every moment to learn more, to find out about yourself.

Jill mentioned in an early entry that her dad repeatedly told her how boring his education courses were. This bit of personal information served as a backdrop for the many complimentary remarks she made about the way our introductory class was structured and the

quality of learning taking place. She seemed to appreciate class assignments and dialogue journal writing that made her question her own motives for entering a profession she would one day share with her father.

As Jill's relationship with her father offered a framework for examining her own teacher training, a tutoring relationship with her younger brother served as a reminder of the important motivation factor in teaching. Prompted by a class viewing of a documentary on the nation's schools, Jill wrote from a personal viewpoint about the challenges teachers face:

I really feel like I need to do something (to make an attempt at least), to help the present situation. I'm scared though. Will I be able to do it? Can I get the students interested in learning? I think back to teaching my brother how to read when he was in 3rd-4th grade by writing him notes from his imaginary friend, Chuck the Gnome.

A few weeks after this entry, Jill wrote that her brother had called to ask for her help because he was failing Algebra II. To her credit, Jill's work with her brother helped her to empathize with the teacher and again, to look at her own teacher preparation. She wrote:

I think tutoring is important in learning how to teach because it puts you on the individual level and shows how some students can be in a class, and because they just need the material explained in a different way or a little more help and aren't getting it, they can be flunking. What a challenge to the teacher to try to work with this situation!

Personal history also played a key role in Jill's decision to major in mathematics -- a decision made during the course of her journal writing. Jill continued to tutor her brother on weekends and shortly after he began passing Algebra II, Jill wrote, "I've realized that I think I'd like to teach math. This would also increase the likelihood of getting a job, yes?"

Jill wrote extensively about insecurities typical of preservice teachers. She noted, "I've been thinking lately and worrying that I won't feel prepared to teach by the time I finish with school and my certification. I feel like I'll get into the school and not be as well qualified as I think I need to be." Jill related her appreciation for the dialogue journal as a vehicle for reflection. She wrote:

Thank you for the comments throughout this journal. It is helping me to think about my feelings. At first I felt more unsure--the whole idea of teaching intimidates me in a way. But I find that beneath the apprehension, the fear, there is a real desire. I really do want to teach. I want to be a good teacher.

In line with her enthusiasm for our introductory class, one apparently different from those experienced by her father, Jill ended her semester's journal by claiming, "I'm feeling a bit sad about this class ending so soon."

Marge-Biology

Many of the students in our department are "non-traditional" in that they have spent considerable time in other careers prior to entering the teaching field. They are generally older than college students in the past and bring a wealth of experiences to the process of becoming teachers. Marge was a 42 year old Caucasian student from the south intent on becoming a science teacher. She took the introductory class concurrently with the Content Area Reading/Writing course.

The majority of Marge's journal entries were in the course value category with a more diverse profile of entries overall. Because she was enrolled in both the introductory course and the reading course with its related practicum, Marge's journal presented a slightly different perspective as reflected in comments on effective lessons.

Marge continually examined the value of class content from her own perspective; she was neither an impartial nor passive observer of the various professional issues raised in the introductory course. As we discussed the impact on schools and teachers of our changing society, Marge wrote in her journal:

The Traditional Family--thought provoking. I am starting a new job tomorrow--teaching G.E.D. preparation to Kulani prisoners. How many of these men are products of broken homes? Children of welfare, poverty, abuse? I am also a product of a single-parent home--so I know there can be success in education and life.

Like Jill, Marge wrote about concerns typically expressed by preservice teachers, such as whether she could face the many challenges before her. Marge engaged actively in self-questioning, and her life experiences gave her a somewhat jaded view: "Writing this I feel the anger welling up. Can I make a difference in such a ponderous system that seems to be overwhelming those that care the most?"

Unlike Jill, Marge's personal biography included several years in the workplace, giving her a more critical frame of reference for viewing her new profession. Responding to the same documentary that inspired Jill to feel frustrated for the teacher, Marge felt frustrated by the teacher. She wrote, "I was angry too at the Kansas City teacher... She kept making excuses for why her class couldn't learn, poverty, lack of sleep, parents on drugs..." In a later entry, Marge recognized the teacher's frustration: "It seems like we are faced with so many dichotomies as

future teachers. The teacher seems to be blamed for most of the problems yet has been made virtually powerless by administration and school boards."

Marge was a unique introductory student because during the course of the semester, she began several teaching assignments: teaching the G.E.D. class at the local prison, tutoring a Home/Hospital student, and participating in the Content Area Reading/Writing two-day practicum. These teaching experiences, her "nontraditional student" personal biography, and her ability to examine course topics through personal filters contributed to the different perspective Marge brought to the introductory course.

Her journal indicated intentional connections between current course topics and her personal life. "Trying to tie in what I am learning with what I am teaching is helpful." Her analysis of her own teaching indicated that Marge expected more of herself because of her new role as a teacher--despite the fact that she was, indeed, a beginner. Writing about a teaching experience that left her feeling "really inadequate," Marge showed a certain disappointment in her handling of the situation: "Then in class afterwards I felt totally inept. As though I were a total novice, unable to speak or read." Her journal allowed her to record her analysis of all that had happened. She continued, "Then as I reflected upon the experience later I realized that my ego had become involved to the point where I felt incapacitated as a teacher." Perhaps her life experiences granted her an awareness that often escapes neophyte teachers.

Kainoa-Social Studies

Kainoa was a 29 year old returning student who majored in economics prior to entering our social studies certification program. After attending local elementary schools, Kainoa graduated from a prestigious private school that required Hawaiian ancestry for admission. Married to a teacher (one of our program graduates), Kainoa had a clear sense of what was expected of him in his teacher preparation courses. His journal entries centered on course value, individual development, and stress.

His personal biography flavored his interpretation of course value. After the District Superintendent spoke to the introduction to education class, Kainoa wrote: "Dr. G is a very good speaker and I'm proud to be striving for admission into the Teacher Ed Program. I learned quite a bit about the DOE and I'm very happy to see our progress." True to his academic subculture and employment experience, Kainoa approached the introductory course and its various assignments in a business-like fashion. Interestingly, his journal involved detailed discussions of how he and classmates were organizing their group project research, including scheduling and deadlines:

Roy is handling the introduction while I am covering the policy's current status. Ricky and Laura are handling the pros and cons of the issue. By

the end of October we will all be able to work together on the importance of this issue to the educational field. This will give us at least two weeks to prepare our visual aids as well as type out the final outline.

While his business background seemed to set the stage for coordinating group tasks, his Hawaiian ancestry certainly influenced his cooperative approach (Zulich, 1990). To Kainoa, part of the value of the introductory course was being able to work with classmates. His journal included several comments about his appreciation for the cohesiveness of his group. Upon completion of the group's research presentation, Kainoa wrote: "Basically, I just want to thank the group members for their support and effort. I really feel it was a total group project, and one that I am proud to be a part of."

The journal became his business organizer as well as his forum for expressing concerns and considering professional issues. Unlike the other two introductory students, Kainoa switched voice not only to communicate with peers and the professor but also to give himself schedule reminders. An example illustrates how easily he changed audience in the context of outlining his schedule:

I should try to finish my work before the weekend, because it is really hard to try to study for 2 tests or write 3 papers. However, if I can just manage my time more efficiently, then I'll be able to make this first semester a success. Remember it is an experience that you can improve on, make the decision to put out the effort.

Kainoa also differed from his introductory classmates in that his was the only journal of the three studied to deal with stress. Much of his stress was related to personal biography since Kainoa's wife and young daughter lived on the other side of the island. Kainoa's course schedule prohibited the four-hour round trip commute, so he saw his family only on weekends. Time management became a major issue for Kainoa because evenings and weekends demanded study and research efforts.

Geographic and emotional separation from his family contributed to the sacrifice and commitment involved in preparing for his chosen profession. His journal scheduling continued in light of the disappointment he felt at being separated from his family. His juggling act was highlighted in one particularly poignant entry:

Well my wife and child are going trick-or-treating tonight, and I feel left out! My daughter will be dressed as a pussycat while my wife is dressing up as a raisin. I really can't wait for the weekend so I can get to see them again, however it is always like that. Tonight I plan

to start my ECON 350 paper and also my two ED papers. Wednesday I'll need to start on my ECON 381 paper and work on this for the weekend.

In his last entry, Kainoa's acceptance of the obvious difficulties gave way to celebration.

His journal concluded with:

Anyway! I still need to crank out 2 research papers and 3 chapter summaries. Boy I love it, the pressures, the challenge, and the triumph. Hallelujah!

Content Area Reading/Writing

This required course is common in secondary programs throughout the country (Bean and Readence, 1989; Readence, Bean, and Baldwin, 1989). The class emphasized guiding students' learning from text through various assessment and teaching approaches in vocabulary, comprehension, writing, and study strategies. The teacher is viewed as one who instructs and learns in a reciprocal relationship with students, making instructional decisions prior to and amidst the ongoing activities of a lesson (Dreher and Singer, 1989; Schon, 1987). The course introduced specific strategies such as study guides, anticipation-reaction guides, and graphic organizers that help students cope with often unfriendly textbooks in mathematics, the sciences, and other fields. In addition to a regular class meeting each week, students spent two mornings per week in a content classroom in local schools. Thus, their initial journal entries tended to revolve around the on campus class with a shift in emphasis toward the practicum assignment as the semester progressed.

Table 2 displays the journal entries by category for Iwalani, social studies, Marge, biology, and Carolyn, English. Each of these students wrote a total of eight times in their journals.

Insert Table 2 About Here

In contrast to the category profile for students enrolled in the introductory course, the Content Area Reading/Writing course and its school-based observation/participation assignment showed a greater concern for effective lesson design and a positive working relationship with the cooperating teacher. The impact of this field-based course feature coupled with the class emphasis on specific teaching strategies related to the discipline, undoubtedly caused students to move toward a stage that increased their concern for effective lessons. This concern was reflected in their journals and course comments.

Iwalani-Social Studies

Iwalani was a 38 year old Political Science major returning to complete her teaching certification courses after having five children and working in the hotel industry. She was Chinese-Hawaiian and volunteered time as a docent at a local Ocean Park educational center in Keaukaha.

Iwalani's journal entries were lengthy and showed a good deal of self-reflection. In particular, she had a keen interest in the process of developing effective lessons revealed in her very first dialogue entry related to her own biography as a student: "The more I read about integrating different strategies to aid student learning--the more I've become aware of the way I've been taught in the past." Iwalani commented on what she saw as poor, lifeless teaching and highlighted a good teacher she had who used projects and small groups. "She actually taught us how to think and question ideas without memorizing facts."

This interest in explicit elements of good teaching really came into play as Iwalani began her two day observation-participation assignment in a social studies class at a local intermediate school. She wrote:

She (the cooperating teacher) has even set us up with a file box and manila folder. She has explained several strategies she uses in class. Into active participation and cognitive thinking. Her class is set-up in a very interesting, non-conformist way--6 round tables with students grouped--I like that.

Iwalani's Hawaiian cultural background, like that of Kainoa, would tend to gravitate toward cooperative, small group work. Her sub-culture discipline in social studies would further support this approach to teaching where discussion and critical thinking are at the forefront of any lesson. Moreover, her cooperating teacher strived to stretch students' thinking and Iwalani was an enthusiastic apprentice in this classroom.

As the semester progressed and teaching strategies were introduced and demonstrated in the Content Area Reading/Writing course, Iwalani's comments on course value supported her attempts to apply the various strategies in her observation/participation setting. For example, she commented, "After looking over chapter 5 in our text on vocabulary strategies, I opted for the graphic organizer because it makes sense to present this chapter in a sequential manner."

Iwalani's self-doubts about her ability to successfully present a lesson were fairly typical of preservice teachers but her constant interest in lesson effectiveness helped her reflect on portions of the lesson she might alter. Prior to teaching a lesson she wrote:

We plan to hand out to students a copy of the vocabulary words and a sketch of the graphic organizer. Then present the material on the board so they can

follow with their graphic organizer. Does this sound wise? They are unfamiliar with the material.

Following the actual lesson, Iwalani analyzed those aspects that would need refinement in future lessons:

I just recently had the experience of teaching a lesson and I'm not too pleased.

The lesson went quicker than I expected and I was sort of left with my mouth wide open! I should have started a discussion check for understanding etc.

She mentioned having "butterflies" during this lesson but as the semester progressed Iwalani developed greater confidence in her teaching. Toward the close of the semester her efforts in lesson planning and execution were rewarded. She wrote:

My partner and I were completely successful in carrying out a comprehension strategy last Thursday. An anticipation-reaction guide on responsibilities and duties of a citizen. We wrote 6 controversial statements. Generated lots of personal feelings about and really provided for a healthy discussion and critical thinking. Even the teacher got excited.

In Iwalani's journal, the three related areas of course value, awareness of effective teaching, and relationship with her cooperating teacher all overlapped. She was open to new ideas and teaching strategies and very adept at reflection and modification of approaches that were not effective.

Marge-Biology

Marge was one of the students profiled earlier in the Introduction to Education section. She took that class and Content Area Reading/Writing simultaneously.

Marge's journal entries spanned most of the categories with a particular emphasis on course value and individual development. Her first entry expressed real concern about the practicum assignment. These concerns echoed the preservice teacher thoughts of other students beginning their first observation/participation assignments. She said, "I'm not sure what is expected of me in this o/p class. I am feeling nervous about going into a high school biology class. How can I handle the prejudice aimed at me?" In this same journal entry, Marge indicated further concerns about her relationship to students: "How will they view me?" She also revealed some additional anxiety about being in a multicultural classroom as a novice: "Will I stand out like a sore thumb?"

Marge's feelings could be characterized as fairly typical of students at this stage of our program and fledgling teachers in general. She saw the observation/participation assignment as a journey into the unknown, not unlike revisiting the anxiety associated with moving to a new

school as a child. However, once she immersed herself in a tutoring job and the practicum assignment, much of her anxiety disappeared. She wrote: "I am teaching GED at Kulani Prison. The students didn't look too dangerous in 7th grade biology." By Marge's fourth entry, she was able to reflect on her efforts to help individual students and she praised a student teacher's classroom management skills in relation to this class.

As the semester progressed, Marge's entries became much more specific with respect to assessment strategies and particular teaching approaches. She philosophized very little and her entries were mainly concrete comments on procedures. For example, by the fifth entry, she said: "I administered a cloze test to a biology class--scores showed they needed a different book." In another entry she commented, "I have been getting ideas, especially from Chapter 5 on vocabulary teaching strategies."

In her final two entries, Marge praised the value of the class and mentioned that her final teaching project used a graphic organizer with the topic of respiration. "I'm taking a biology class that is 95 percent lecture and realize the format you use is much more fluid." In her last entry, she commented, "I finally got to teach last week. Four classes of seventh grade biology (gifted/talented and high-average). All went well. the low average group--was that ever an eye-opener. Talked to each other etc. Boy was my bubble burst."

Marge was a very positive student who understood the pedagogical limitations of the lecture method and refused to become mired in her discipline subculture. Her individual biography, leading her on this new career path, undoubtedly played a role in her positive attitude. She actively sought out opportunities to hone her teaching skills and used the journal to analyze her individual progress toward a teaching career.

Carolyn-English

Carolyn was also a 39 year old Caucasian student, returning to complete her credential after a combined degree in French and English and a career teaching horseback riding. Like Iwalani, Carolyn had an intense interest in effective lessons, undoubtedly growing out of her years as an equestrian instructor. She quickly grasped the intent of the Content Area Reading/Writing course. "Before reading the first chapter in our text, I had never considered the difference between pleasure reading and text reading. I had thought of reading as reading."

As Carolyn moved into her observation/participation assignment in English, she displayed a clear, analytical style in her journal that captured many of the nuances of effective lessons and classroom management. At the outset of her practicum assignment she wrote:

I was very impressed this week with how my host teacher dealt with her rowdy class. She really appears stern, but I have seen that she is really

very compassionate. I think she also uses kinesics very effectively in managing the class. By approaching a loud student, in gently putting her hand on the shoulder of someone, she keeps disruptions to a minimum.

Carolyn, perhaps because of her major in English and her personal biography as a horseback riding instructor, quickly digested the various vocabulary, comprehension, and writing strategies introduced in the course. She attempted lessons using these strategies and analyzed their effectiveness carefully and methodically. In an early entry, she wrote:

I gave my first lesson last Thursday. I reviewed the vocabulary and spelling words for one of the seventh grade classes. It went pretty well, except for some confusion at first--some of the students couldn't read the words I'd written on the board because there was too much glare. Now I know why the teacher doesn't work on the board.

As the semester progressed, Carolyn became increasingly adept at reflecting on the elements of her lessons that needed refinement. After one lesson she wrote:

I had the opportunity to lead the vocabulary review session in one of my o/p classes last week. Although I wasn't able to conduct it entirely as I would have liked to (I'm dying to try out the verbal-visual strategy), I was able to use a modification of the word concept map technique. Some of the students got the idea immediately--others were perplexed at generating examples.

As the semester drew to a close, Carolyn commented on her practicum experience and her relationship with her cooperating teacher. She related these comments to her personal biography as a horseback riding instructor.

O/P was great. My initial misgivings proved to be unwarranted. I learned an enormous amount about classroom management--it was good for me to see behavioral theories in practice (I don't care much for the behaviorist approach). I also found it interesting that Mrs. M commented that I'm too 'cool' (as in monotonous--unemotional). It was my experience with horses coming to the foreground. Nerves of steel are crucial with horses.

Carolyn, like Marge and Iwalani, related her practicum experiences to other dimensions of her life, particularly the equestrian dimension. This biographical filter allowed her to accept the host teacher's critique without becoming upset. Each of these students brought substantial life experiences to the process of becoming a teacher. While clearly propelled by the practicum assignment into a more advanced stage of teacher development focusing on lesson effectiveness,

they displayed few journal comments in the relationship to students category. This focus on their own lesson design with an absence of concern for the student variable is not atypical of novice teachers. Yet it is a profile we might expect to see change in the more advanced stage of student teaching considered in the next section.

Secondary Seminar in Student Teaching

Table 3 shows the number of student journal entries in each category for Fumiko, art, Leilani, social studies, and Glenda, English. Fumiko wrote a total of 9 times, Leilani 10, and Glenda 9.

Insert Table 3 About Here

The majority of comments for this group of students fully immersed in their secondary student teaching experiences fell in the areas of preservice teacher thoughts, relationship to the cooperating teacher, and, in particular, relationship to students. Indeed, this shift in focus away from the more ego-centered concern for effective lessons with little commentary on students' responses to lessons represented a real evolution in becoming a teacher. Undoubtedly this is due in part to the more indepth knowledge of students developed in the student teaching milieu, but it marks a significant stage in teacher development where the student teacher comes out of the all encompassing concern for survival and displays real concern for individual student learning. However, personal biography again played a powerful role. Individual students at various life stages reacted to the experience of student teaching quite differently. For example, Fumiko struggled with the student teaching semester while others embraced the experience.

Fumiko-Art

Fumiko was a 22 year old local Hawaii Japanese student who graduated from our campus and lived at home with her parents. Her student teaching occurred in a local intermediate school in three eighth grade art classes. She had little opportunity to experiment with varying management styles since her cooperating teacher used only a behavior modification, positive reinforcement model. Her cooperating teacher rewarded group chips for good behavior. This lack of freedom in creating her own classroom management style undoubtedly affected her attitude toward the student teaching setting. She experienced some difficulty adjusting to the authoritative role of a teacher. Indeed, many of Fumiko's comments were consistently negative. An uncertainty about her self and her situation pervaded her comments. For example, in

relationship to her cooperating teacher: "I don't think it's fair of teachers to say student teachers lack dedication; it's hard to be dedicated in a classroom not belonging to the student teacher." Her comments even included the non-instructional staff: "The aide was very sassy and abrupt to me."

Her thoughts reflecting on her relationship to students were in the same negative vein: "My period 4 class is pitiful; yard duty is pure hell. Per. 4 has definitely gone down hill." However, in the one instance where something in class pleased her, "Per. 6 clay is turning out neat-o," her focus was on the product and not on an analysis of the teaching and learning process that produced it.

Although Fumiko was pretty and well dressed, her remarks seemed to reflect a low self image and lack of confidence blamed on her youth. Her preservice thoughts included: "It's not my fault I'm younger than most student teachers; I try to dress like a teacher but I don't have to dress 'old' to get respect. Not everyone can show dedication in the beginning." This view of herself or her personal biography influenced her entire student teaching experience. Indeed, Fumiko's views were in marked contrast to those of Leilani and Glenda.

At the close of the student teaching semester, Fumiko was anxious to get rid of her charges and saw only "the light at the end of the tunnel." She stated, "I can't wait for her (the cooperating teacher) to take them over. I know she'll struggle with them too." Even the light at the end seemed dim when she wrote: "I'm very excited about getting this over, but dreading the paperwork of hiring."

Leilani-Social Studies

Leilani was a 24 year old psychology major, married with a small child. She was Hawaiian. During her observation/participation practicum, she worked with the pregnant teens program located on campus. Leilani seemed very self-assured. Her student teaching took place at a local high school in psychology, sociology, and modern Hawaiian history classes. The experience was unique to our program in that Leilani had two cooperating teachers supervising her. Perhaps because of her own experiences as a teenager in Hawaii and her major in psychology, she reached out to students with a strong sense of concern for their success. She wrote, "How delicate they are-they look and act tough but have real feelings." Referring to lesson content: "If I don't know, the kids won't trust me-I feel so responsible if they do well or they don't."

Her personal biography as a psychology major and her experiences during observation/participation filtered how she coped with the stresses of student teaching. "Students are the most minimal problem. I know my students; it feels good to know their personalities." Indeed, students responded with obvious enthusiasm to Leilani's lessons: "Sometimes I wonder if

my kids think I'm easy; but today they said, 'Miss, you're so cool, you're the funnest teacher, you make learning fun.'" Leilani perceived teaching as a reciprocal process, taking energy from her students and using these "teaching highs" to cope with many of the stresses that caused Fumiko to dislike the whole experience. Leilani wrote, "They are so caring, loving, and considerate. I feel I'm so dependent on them to give me energy, the excitement to teach."

Although teaching under the scrutiny of two cooperating teachers, Leilani's comments on her relationship to her cooperating teachers were positive. For example: "How do I thank my two CT's? What can you give or say to someone who has given you so much courage, ideas, praise, and knowledge?"

Unlike Fumiko, Leilani expressed genuine regret at leaving her students. She wrote: "My students are asking me when is your last day. I feel so bad. I feel like I'm hurting them. I feel bad. I don't even know how to say goodbye; they're so wonderful and all very capable." Leilani's nurturing experiences in psychology and working with the pregnant teen program seemed to positively influence how she approached this most difficult stage of preservice teacher development.

Glenda-English

Glenda was a 25 year old student raised on the East Coast. As a child, she spent summers with a father who was a surgeon on the Big Island. She was Japanese/Caucasian and a recent English graduate of a prestigious East Coast college. Glenda returned to the Big Island specifically to attend our teacher education program, with little desire to stay in the slow moving atmosphere of a small island town.

Before entering student teaching, Glenda expressed deep immersion in her discipline subculture to the point of contemplating a return to the East and entry in a doctoral program. In fact, she indicated she had no intention of remaining in Hawaii to teach local students. Yet during her student teaching, she set high expectations for her students and related to them in a way that developed a positive classroom climate. Her student teaching occurred at a local high school in three junior and senior English classes.

Her own view of the powerful influence of personal biography emerged in her initial journal entry when she reflected on previously learned course theory in relationship to actual classroom discipline and management: "Somehow, in the heat of the moment, it all seems like common sense and personal style takes over--I keep coming back to the impression that a lot of it is your own personal manner." Her growing interest in the success of her students occurred early in the student teaching semester.

During preparation for the Scholastic Achievement Test (SAT), Glenda commented:

I am happy to realize it (SAT prep) is helping those who want to improve but discouraged to accept that I cannot instill motivation in the rest; I try to encourage any effort they make; it's so exciting to me when students approach me for help. I'm concerned about one girl in period 4; I refuse to give up on that girl!

Much like Leilani, Glenda also took her energy from the students' excitement about lessons in English language and literature. Glenda stated:

I am so pumped today. I love these kids! They are still dreamers, and I am so psyched for them! I am still high from interacting with them. No matter how difficult my day, I like to remind myself, as I enter the parking lot, of the preciousness of the time which has just transpired.

At the conclusion of student teaching, Glenda, with the eloquence of an English major, declared:

Most striking to me is the sense of anxiety I feel at the prospect of leaving my students. I want to tell them I will never leave them; that they will all be remembered because I'll never again be a first time teacher. It's sad in its own small way, and it's the most exciting threshold I've ever stood on.

Discussion

Each of these eight preservice students used the dialogue journal as a place to vent frustrations, express enthusiasm for teaching, cope with the pain of leaving students, and reflect on all the complex dimensions of preservice development. Students' personal biographies interacted with the other dimensions that influence preservice teachers including discipline subculture, preservice courses, and the apprenticeship nature of school-based practica, to help or impede their ability to negotiate the competing demands of becoming a teacher. Reflective dialogue journals served to overcome some of the stresses of field work in observation/participation and student teaching assignments (Grimmet et al., 1990).

These students passed through three discernible stages in their journey toward a teaching career: (a) Introductory; (b) Intermediate; and, (c) Immersion. The stages parallel the three sections of our program sampled in this study and the influence of respective teacher education courses, namely: (a) Introduction to Education; (b) Content Area Reading/Writing and its related four hour per week practicum; and (c) Student Teaching. At each stage, these preservice teachers perceived course and practica experiences through the lens of personal biography. Indeed, our case studies support Britzman's (1987) recommendation that we need to uncover personal biography. The dialogue journals demonstrated that preservice teachers' "intuitive

screens" (Goodman, 1988) and "filters" (Carter, 1990), strongly influence how they progress through the three stages of teacher development we have outlined.

For example, at the introductory stage, Jill's introspective musings about teaching mathematics reflected the idealism of youth in her desire to improve math instruction. Like many math students, she had a deep allegiance to her discipline subculture coupled with a sincere desire to excite students about mathematics. Burden (1990) argued that this early stage of idealism is fairly typical. However, many of our non-traditional students bring significant life experiences with them that tend to dampen youthful idealism. Therefore, the broader term, "introductory stage" seems more appropriate. For example, Marge displayed a good deal of self-doubt about teaching and a philosophical view that was critical of the lecture mode of teaching and memorization often found in university biology classes. Kainoa brought his extensive organizational skills in business and the strong Hawaiian value of cooperation to his perceptions of how best to manage a geographical separation from family, coursework remaining in economics, and the demands of teacher certification courses. All three of these students were positive about what lay ahead in field work and student teaching. And in that sense, they were idealistic (Burden, 1990).

At the intermediate stage, where students undertook their first foray into a practicum assignment in content area reading, the dimensions of personal biography, discipline subculture, and apprenticeship demands came into play. Students became more focused on the specifics of developing effective lessons and less concerned with the more global issues of education considered in the first course. For example, Iwalani's interest in developing students' critical thinking was related to her observation/participation placement with an outstanding junior high social studies teacher. Her Chinese/Hawaiian heritage, like that of Kainoa, gave her a strong alliance with the value of cooperative effort that meshed perfectly with her cooperating teacher's small discussion group style. Marge embraced the teaching strategies introduced in content area reading and challenged the dominant lecture style of her discipline. Perhaps because she was a mature non-traditional student, embarking on a totally new career, she was open to new ways of thinking about biology teaching. Carolyn demonstrated a growing awareness of how to structure lessons and the startling insight that her years of training recalcitrant horses made her seem "cool" and detached to her cooperating teacher. She reflected on this insight in her journal and agreed that her detachment in difficult situations was perfectly appropriate in the equestrian arena but less so in a classroom. Thus, Carolyn used the journal in conjunction with the observation/participation experience to make a useful discovery about herself that she might elect to change.

Finally, at the immersion stage of student teaching, Fumiko approached her student teaching in art with reluctance. She simply endured the student teaching experience, feeling inadequate and far too young for this profession. What accounted for these negative feelings? Perhaps she needed to see that even her cooperating teacher struggled to develop classroom management skills and an individual teaching style in her own early days of teaching. However, it is precisely the "sink or swim" model that dominates preservice teachers' induction to teaching profession (Britzman, 1987). Thus, it is not surprising that Fumiko stoically endured her student teaching semester while complaining constantly in her journal. She was the consummate unhappy apprentice.

In contrast to Fumiko, Leilani demonstrated enormous empathy with her students in social studies, perhaps remembering her own struggles as a teenager. In addition, her Hawaiian cultural value of *ohana* (family) certainly played a role in her strong feelings of attachment to her students and her reluctance to leave them at the end of the student teaching semester.

Finally, Glenda's enormous enthusiasm for her English classes reverberated across the pages of her journal. Her unique ability to bridge the tremendous distance between her childhood experiences on the Big Island and her ivy league college education, as well as her ability to relate complex literary topics to local students, made her one of the outstanding students in our program. She received a student teaching award at graduation and was hired to teach immediately in the high school where she completed student teaching. Glenda has been a speaker at workshops we offer to help preservice teachers discuss the strategies they might use to successfully negotiate the various stages of becoming a teacher. In that sense, Glenda now serves as an example of a new teacher who is willing to reflect publicly on her own journey toward teaching and make explicit, the struggle that all new teachers go through to engage in high quality teaching.

Each of these students brought their personal biographies into play at various stages of their development as preservice teachers. Most importantly, in our analysis of their journal entries, the dimension of personal biography (Britzman, 1987; Carter, 1990; Goodman, 1988; and, Zeichner & Gore, 1990) seemed to influence how they coped with the quality of preservice experience in the classroom (Cherland, 1989; Livingston & Borko, 1989; and Richardson, 1990) and their discipline subculture (Bean & Zulich, 1989; Bean & Zulich, 1990; Grimmer, Erickson, MacKinnon, & Riecken, 1990; Staton, 1990; and, Zulich & Bean, 1991). Because personal biography emerged as a crucial element in each of these case studies, a number of implications for programs of teacher preparation are worth considering.

Implications

The dimension of personal biography that emerged in our case study analysis of students' journal entries holds some important implications for designing teacher preparation programs. Programs should provide opportunities for preservice teachers to examine their own autobiographies in relation to stages of teacher development (Burden, 1990). In addition, students might explore changes teachers go through at various stages by interviewing experienced teachers about their development as teachers (Burden, 1990). Britzman (1987) recommended that experienced teachers share their struggles to become skilled practitioners. In our program, we have begun developing a series of "discipline dialogues" that provide a forum for this interchange between experienced and preservice teachers.

Within individual education classes, particularly early in the introductory stage of students' development as teachers, visual "lifelines" that chart students' autobiographies can be presented (Jeweler, 1989). We find these brief presentations help crystallize our understanding of how and why students decided to become teachers.

Over the past seven years, our program's introductory students have read specified chapters of Kohl's *On Teaching* in preparation for autobiographical "why teach" papers. These reflective statements allow students to contemplate personal motives, values, assumptions, attitudes, and preferences for entering the teaching profession (Zulich, 1990).

Often, a significant teacher in a student's life helped set a person on the quest to become a teacher. For example, in Freedman's (1990) compelling documentary of New York high school English teacher, Jessica Siegel, Jessica's personal biography set her on the path to a teaching career. One of Jessica's former English teachers confirmed this: "But of all her charges in freshman English in the 1962-63 school year, Jessica Siegel stood out. She arrived early each day and grabbed a seat in the front row, and Mrs. Okulski thought of her as 'my shining star.' Mrs. Okulski loathed the 'grade grubbers' of the honors class, and she saw in Jessica vast sensitivity and intellectual courage (p. 57)." Indeed, in Jessica Siegel's teaching career, she refused to engage students in any lessons without first finding out exactly who they were. As a teacher, Jessica had each of her 70 English 7 students write autobiographies. Freedman commented: "Only after these lessons will Jessica proceed into her survey of American literature, only after she begins to know who she is teaching. She has memorized names and faces, but characters remain indistinct. In the course of writing an autobiography, each one will gradually turn, like a Polaroid photograph, from a dull brown emulsion to a focused and fully colored portrait (p. 45)."

At the heart of using autobiographies, lifelines, and dialogue journals, is a fundamental

belief that reflective inquiry should be a crucial part of any teacher preparation program (Goodman, 1988). Through these bridges to interpersonal communication, we can begin to understand our students in light of the individual and collective struggles they experience as preservice teachers. Most importantly, we can transform the predominant model of teacher preparation from a technocratic apprenticeship to a process of communication and growth for preservice teachers, their cooperating mentors, and their students.

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Table 1

Introduction to Education Entries

Student	Course Value	<u>Category</u>						Stress
		Presrv. Thghts	Prof. Imr.	Indiv. Dev.	Rel. Std	Rel. CT	Effec. Lesn.	
Jill (Math)	9	5	9	3	0	0	0	0
Marge (Bio)	8	4	5	5	2	2	4	0
Kainoa (Soc St)	6	0	2	4	0	0	1	8
TOTAL	23	9	16	12	2	2	5	8

Table 2

Content Area Reading/Writing Entries

Student	Course Value	<u>Category</u>						Stress
		Presrv. Thghts	Prof. Imr.	Indiv. Dev.	Rel. Std	Rel. CT	Effec. Lesn.	
Iwalani (Soc St)	3	2	2	1	0	2	5	2
Marge (Bio)	4	1	0	4	3	3	2	2
Carolyn (Eng)	2	0	1	0	0	3	4	3
TOTAL	9	3	3	5	3	8	11	7

Table 3
Student Teaching Entries

Student	Course Value	Presrv. Thghts	<u>Category</u>		Rel. Std	Rel. CT	Effec. Lesn.	Stress
			Prof. Imr.	Indiv. Dev.				
Fumiko (Art)	0	6	1	1	20	15	0	0
Leilani (Soc. St)	1	6	3	3	19	8	8	3
Glenda (Eng)	3	4	2	2	19	4	3	3
TOTAL	4	16	6	6	45	27	12	6